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ABSTRACT

This training manual deals with developing and implementing work force education (workplace literacy) programs. It consists of three sections and an appendix. Discussed in the first section are the scope and purpose of work force education, work force education participants, types of basic skills problems and solutions, and the need for competency-based basic skills training. The second section covers program coordination, development of an action plan, as well as recruitment and provides a checklist for workplace literacy partnerships and a copy of the on-site workplace literacy agreement between the Polk County, Florida, school board and companies contracting for training services. The third section examines the following aspects of training program implementation: learner motivation, instructional techniques, supervisor's training, literacy audits, and student assessment. It includes a table of motivation techniques, a workshop outline and instruction materials for a supervisor's training workshop, sample employer questionnaires to assess training needs, guidelines for conducting a literacy audit, and task analysis worksheets. Appended are information on Test of Adult Basic Education (TABE) testing, financial support, program components, curriculum frameworks, the Grenelefe Task Analysis, and 26 references. (MN)

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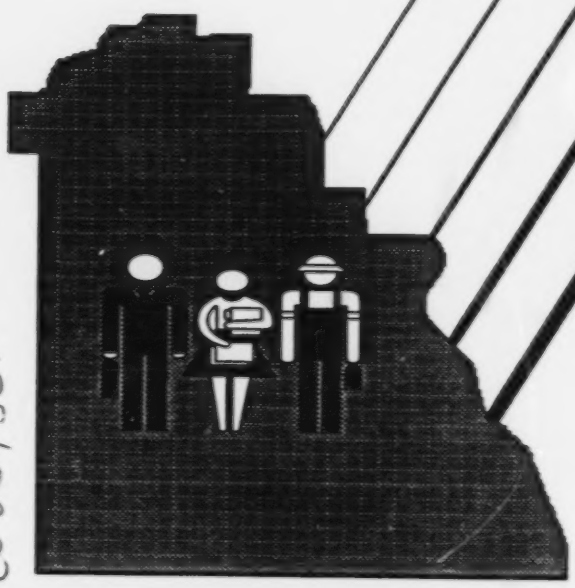
WORKFORCE EDUCATION

Polk County Schools



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A SECTION 353 DEMONSTRATION PROJECT

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WORKFORCE EDUCATION
TRAINING MANUAL

A Section 353 Demonstration Project
Polk County Schools

School Board of Polk County
Nancy Simmons
Dan L. Moody
J.J. Corbett
Rubie Wilcox
Andrea Whiteley

Superintendent of Schools
John A. Stewart

Executive Assistant
William J. "Bill" Duncan

Deputy Superintendent
William H. "Bill" Boykin

Administrative Assistant
Dwight C. Smith

Assistant Superintendent
Vocational, Technical and Adult Education
W. Ron Jeffries

Sponsored by

Polk County Adult and Community Education

James P. Booth, Director
John Scholler, Program Manager
Margaret Anne Gates, Project Director

WORKFORCE EDUCATION

A Section 353 Demonstration Project

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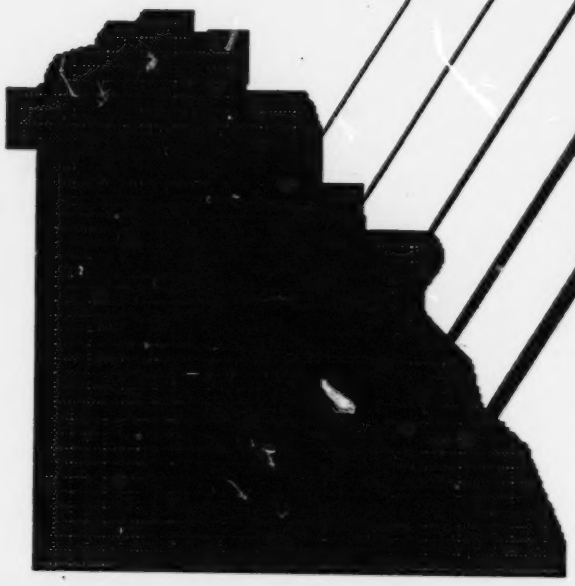
EXPLORATION



- Workforce Education
- Job Related Basic Skills
- Basic Skills Training Need
- Program Considerations

WHAT IS WORKFORCE EDUCATION?

Workplace literacy programs focus on the literacy and basic skills training workers need to gain new employment, retain present jobs, advance in their careers, or increase productivity. Curricula are developed by educators, working with employers and employee groups, who assemble written materials used on the job and who analyze specific jobs to determine what reading, computation, speaking, and reasoning skills are required to perform job tasks effectively. Successful efforts to institute workplace literacy programs require strong partnerships among educators, employers and employees.

Who Participates?

Workers may be identified for participation in programs by the employer or they may identify themselves as interested in basic skills training. Workers may participate in programs to upgrade basic skills in order to deal with new technology or to transfer to new positions as old jobs are phased out. Other workers may receive English as a Second Language training to increase productivity or make them eligible for promotion. Workers also may learn speaking, listening, and problem-solving skills to maximize efficiency and participate in team work. Workplace literacy programs may be used to train new hires or may be used to train pools of applicants who will be screened for hiring by employers.

Why Are Workplace Literacy Programs Needed?

Workplace literacy programs were first established by employers unable to locate workers with sufficient basic skills to handle entry level jobs, and by employers who needed to upgrade current employees' skills in response to new technology or market dislocations. A structural shift in the American economy from goods-producing to service-producing industries by the year 2000 will put most new jobs in management, sales, and service. The number of minorities and women will increase as a percentage of the workforce and these groups will need training to qualify for jobs requiring further education. In addition to upgrading their basic skills, workers will also need skills for team work, goal setting, problem solving, as well as participative management. Life cycles for products and processes have been shortened and future jobs may be restructured about every seven years. Continuous learning and reskilling will therefore be a top priority in order to develop qualified people for available jobs.

CLEARINGHOUSE
on Adult Education & Literacy
U.S. Department of Education

Although definitions of workplace literacy are much debated, many agree that the reading, writing, and analytical skills needed at work differ from those taught in schools or traditional literacy programs.

What Are These Skills and Why Are They So Important?

The concept of job-related basic skills goes beyond mere reading and writing. Carnevale, Gainer, and Meltzer (1989) organize these "skills employers want" into seven groups or levels that build upon the skills of the previous level:

1. Learning to learn
2. Reading, writing, and computation
3. Oral communication and listening
4. Creative thinking and problem solving
5. Personal management (self-esteem, goal setting, motivation, personal/career development)
6. Group effectiveness (interpersonal skills, negotiation, teamwork)
7. Organizational effectiveness and leadership

The importance of workplace literacy has been underscored by the undeniable link between basic skills and productivity. Daily reading is now a requirement of almost every job. Many jobs now require higher levels of education, a trend that is expected to continue. Now being recognized is the connection between basic skills and competitiveness--of the United States in the global market, of businesses, and of individuals seeking to improve their employment status.

Types of Basic Skills Problems and Solutions

Several levels of basic skills problems can be identified (Mikulecky 1989). First are extreme low-level literate persons, who need long-term intensive adult literacy programs, in which offerings range from basic functional survival skills to General Educational Development (GED) preparation. A second strand includes workers whose limited reading, math, computer or study skills hinder their ability to benefit from technical training. An approach that integrates basic skills instruction with job training or upgrading can improve job performance for these workers. The third level involves job-specific literacy programs designed to relate to actual job tasks. The intent often is to prevent job-related literacy mistakes that affect safety, productivity, or promotability. Short-term basic skills instruction is aimed at accomplishing specific tasks and immediate goals, for example, map reading or preparation for a certified test (Askov et al. 1989).

BASIC SKILLS TRAINING NEED

When people begin working in any job, managers typically assume they already possess certain basic skills that are acquired through formal education (schooling) and informal education (work experience, social relationships, and independent learning). For example, most managers and trainers assume that unskilled workers start work and begin their job training with abilities to

- Read simple job-related English.
- Compute simple job-related arithmetic problems.
- Write simple expository, job-related English with a minimum of grammatical and syntactical errors.

Further, managers and trainers usually assume that people start work and begin their training with appropriate attitudes about the importance of

- Familiarizing themselves with the organization's "work rules" and abiding by them.
- Attending work regularly and arriving at work on time.
- Cooperating with other people in the work setting.
- Respecting the authority of an immediate supervisor and acting according to supervisory direction.

> A basic skills training need is defined as a gap between:
>
> - what people already know or can do when they start a job and
> - what they should know or do to succeed in job-specific training and subsequently perform the job completely as technological and other changes affect their job duties.

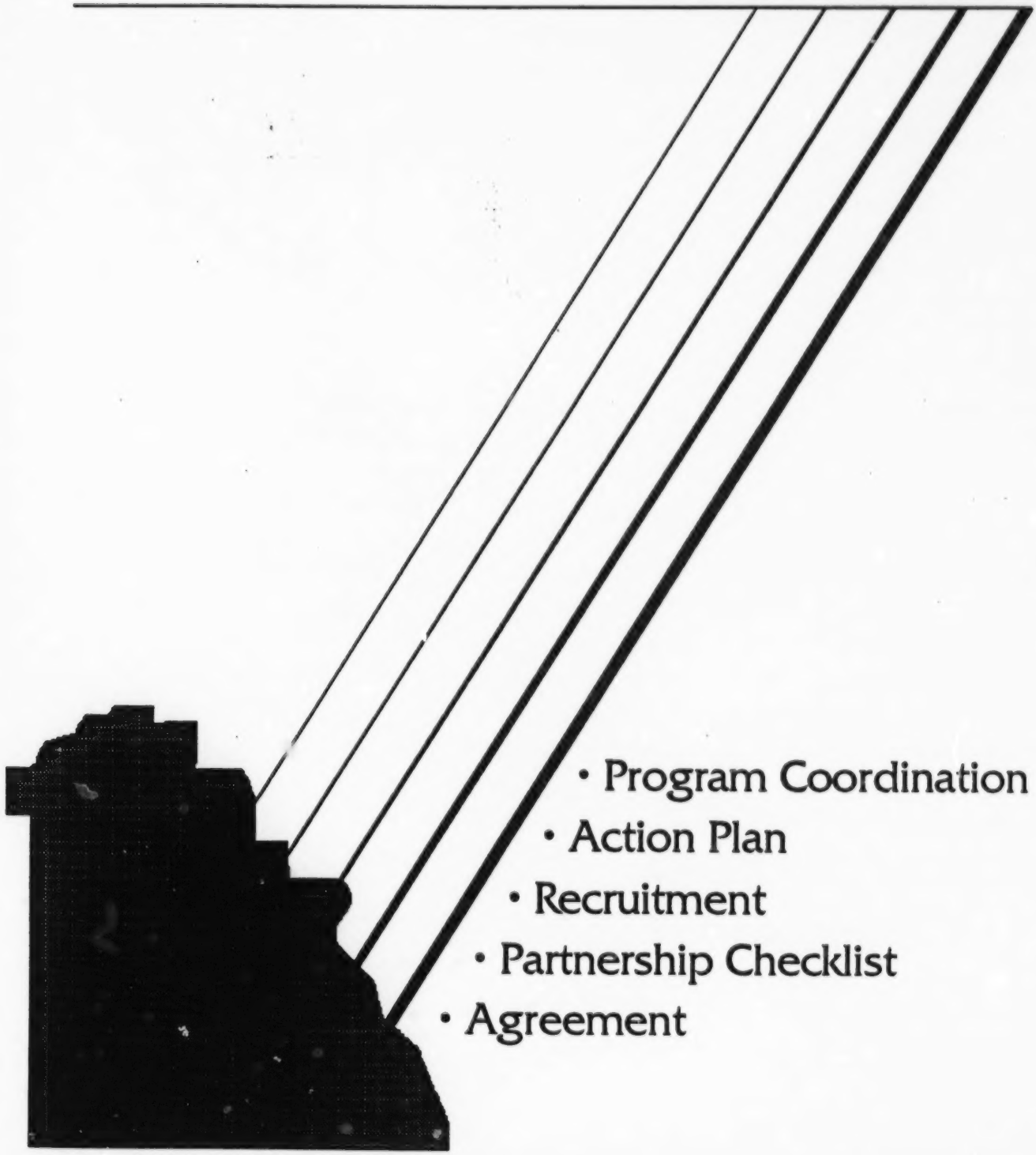
It is perhaps best understood as a prerequisite to job training which individuals must possess if they are to learn the job successfully.

A competency-based approach is defined as a "performance-based process leading to a demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society. The instructional content focuses on the application of basic skills to life skill/role competencies as determined by an assessment of the learner's needs, goals, and abilities." (Mainstream English Language Training Resource Package, Health and Human Services, 1985). This approach combines the needs of the learners with the needs of the workplace, providing a functional context for learning of the basic skills, evaluated learning in terms of application to the job and a system for program accountability. It is a method in which the participants learn a particular skill, language function, or concept by completing actual worksite tasks.

For example, in learning the skill of giving directions within a worksite, employees study the worksite's actual building plan. After understanding this "map", the employees practice a dialogue in which they give authentic directions to a "visitor". Such structured activities require the employee to perform the task, to demonstrate mastery of the task, and to use the new skill at the worksite.

An important component of curriculum is cooperative learning techniques. Effectively executed, these techniques foster excellent classroom management, respect for "classmates", and team cohesiveness. Cooperative learning techniques are well-suited to any worksite class, even those which include participants with a wide range of educational backgrounds or work skills. The instructor considers the goals of the managers and supervisor, then designs activities which encourage the employees to work in some groups which require their leadership in demonstrating a particular strength and other groups in which they might improve on a weakness by interacting with co-workers who are strong in that skill.

NEGOTIATION



- Program Coordination
- Action Plan
- Recruitment
- Partnership Checklist
- Agreement

PROGRAM CONSIDERATIONS FOR EMPLOYEES

1. **What are your program goals?** Consider those which help your business and those which benefit the employees.

2. **What specific worksite English skills or basic skills do your employees need to learn?**

3. **What incentives are you prepared to offer participating employees?**
   - Release time
   - Reduced workload on class days
   - A bonus after completing the program
   - A day off for a certain number of completed class hours
   - A pay increase
   - A letter in the personnel file
   - A display of participants' photos or work on the employee bulletin board
   -
   -
   -

4. **What time of the day and week are best for scheduling to attend class?**

5. **What recruitment criteria do you prefer?** You will want to recruit every potential participant. (There is a stigma attached to the word "literacy.") Be sure not to discourage people by the name you give to your program. You may wish to use "skills training" or another neutral term.

6. **How will you publicize the program?**
   - An announcement letter in the payroll envelope
   - A video
   - A supervisor's presentation
   - An announcement at a staff or department meeting
   - An announcement on the employee bulletin board
   - Educational counselor speaks at employee meeting

7. **What space and equipment contributions are you able to make?**

   The more care taken in creating a comfortable learning environment, the more the employees see the program as a management priority.

   Characteristics of a good site include...permanence, attractiveness, safety and comfort, adaptability, accessibility, and flexibility.

8. **Who will serve as the liaison to the education partner?** This person does a variety of tasks such as scheduling rooms for classes, assuring that the "classroom" is set up each meeting day, making appointments with worksite managers and supervisors for the educational coordinator and teachers.

   Use a placing team approach to identify the specific tasks performed in each job and the minimum level of basic skills needed. Employees familiar with jobs are an excellent resource, as well as training and human resource personnel, department heads, plant managers, union representatives, and company librarian. Strong and visible support by executive management is essential.

9. **What evaluation procedure is best for your partnership?** All partners will want to measure employee progress, but you may wish to have your employees evaluate the class. At the same time, your education partner may wish to have an outside evaluator critique the entire program. Consider your needs for pre-/post-testing, periodic progress reports completed by the instructor, employee self-evaluations, supervisors' evaluation of employee progress, instructors' self-evaluations, employee evaluations of the class, and a total program evaluation.

10. **When and where will the education partner administer pre-/post-tests?** What procedure will cause the least interruption to the workday?

11. **What special activities would you like the first day of class?** (A brief motivational presentation by the manager, supervisor, or liaison person? A breakfast/luncheon?)

12. **Will supervisors and managers make an effort to visit a few class sessions?** Such visits are appreciated by the employees and may result in increased loyalty to the company. Furthermore, supervisors may gain an insight into how hard the employees work with the minimal skills they have. Instructors often wish to involve the visitor by asking them to supervise a group activity or demonstrate a task.

13. **How will you reward employees who finish the worksite program?**
    - A recognition breakfast or luncheon
    - Recognition at a staff meeting
    - Certificates of completion
    - Certificates for good or perfect attendance
    - Pins designed by the partners
    -
    -
    -

14. **Will you support alternative education when the on-site training ends?** The on-site training will give your employees confidence in themselves and in their ability to learn. However, they may need a boost in making the transition from the workplace to the formal classroom.
    - Pay for the employees' tuition for a first course in adult education or at the community college?
    - Offer a bonus to employees who complete a designated number of hours at an adult learning center?

RECRUITMENT OF STUDENTS

Recruiting employees requires sensitivity and respect. When participation is voluntary or mandatory:

1. Assure employees their jobs are not threatened; program is being offered because the company values them.
2. Avoid methods, language, or attitudes which expose their problems needlessly.
3. Observe confidentiality.
4. Provide concrete incentives for participation.
5. On-site instruction has far greater appeal.

While the educational partner develops the curriculum, teaches the course, and coordinates evaluation of the course and the program, you will carry out the responsibility you agreed to take on during the discussion stage.

REMEMBER

- Hold your educational partner to its commitment to keep you and your supervisors apprised of content material and participant progress.

- Use a third partner well if you have chosen to have one. The Chamber of Commerce, Private Industry Council, or local planning agency may have brought you and your educational institution together. It can also be invaluable in helping you find funding sources and in publicizing and/or marketing your program. Use it.

- Publicize your workplace program in your business and in your organization. You are contributing to a national initiative to improve basic skills in the workplace.

- Consider a recognition for those employees who complete your program and/or have good attendance. The publicity from such an event may attract candidates for future employment.

Conducting workplace literacy programs assures better service to your customers and higher morale in your workplace. Your employees will reward you by increasing productivity, making fewer mistakes, becoming eligible for promotion, and representing your company with confidence.

ACTION PLAN

	Action Steps	Partner	Examples
___ 1.	Identify the industry's goals for the workplace	Business	__Increased productivity __Retention/promotion __Expansion of workforce __Better job performance __Higher morale __Better satisfied customers
___ 2.	Determine recruitment and selection criteria for employees/participants	Education	__Below certain number of years of education __Below certain reading or math level __Limited English Proficiency (LEP) __Attendance on the job __Possession of work permit __Spouses and family members
___ 3.	Conduct needs assessment of industry	Education	__Tour facility __Observe employees __Determine communication patterns of workers
___ 4.	Get input from department	Education	__Curriculum priorities __Scheduling needs __Copies of forms useful for class activities

Action Steps	Partner	Examples
___ 5. Select or develop a pre-/post-test	Education	__TABE __GED assessment instrument
___ 6. Establish actual and in-kind contributions	Business	__Incentives for employees __Meeting/parking space __Copy capability __Flip charts, chalkboards __Overhead projectors __Video machines __Notebooks, pens, paper __Coffee, juice
___ 7. Hold orientation sessions for instructors and management, plan additional staff development activities for managers and supervisors.	Education	__Clarify goals and objectives __Motivational techniques __Instructional techniques __Instructor's roles __Curriculum
___ 8. Pre-test and place employees	Education	

Action Steps	Partner	Examples
___ 9. Develop class schedule	Education	__Beginning and ending dates __Industry's special dates __In-service dates __Post-test dates __Holidays __Recognition ceremony date
___10. Select a liaison person from the site to the education institution	Business	__Review pre-test results __Agree on expectations __Post weekly lessons on-site __Set attendance policy __Discuss weekly attendance __Give feedback on absences __Personnel visits to classes
___11. Develop a communication system	Business/ Education	__Teacher talks weekly with supervisors and liaison __Education coordinator speaks bi-weekly with liaison

Action Steps	Partner	Examples
___12. Schedule periodic evaluators	Business/ Education	__Student progress reports __Student self-evaluations __Supervisors' report of student progress __Student evaluations of class __Instructor self-evaluation __External program evaluation
___13. Promote publicity of the program	Chamber of Commerce	__Television coverage __Newspaper coverage __Photographs, scrap-book __Videotapes
___14. Consider education alternatives after the workplace class	Business	__Another on-site class __Bonus for attending community programs

RECRUITING

Initial recruitment takes place at periodic training meetings. In a 10 minute presentation, the recruiter makes the following information available:

1. Explanation of ABE, ESOL, GED Prep, and any other classes being offered.
2. Why take part?
    - Invest in yourself
    - Learn skills that you use in your home with your children, on the job and in the community
    - Prepare for the future for a better job
3. Costs and who pays:
    - Employer is providing classes as a benefit.
4. Sign up process

The recruitment process continues through the course of the training. The site coordinator and employer contact should be involved during all stages to increase program visibility and continually encourage workers to enroll. Employers inform newly-hired employees about the program during their orientation. Supervisors and training and personnel staff are trained in recruiting methods to approach each worker individually.

The employer includes articles in each newsletter highlighting workplace instruction.

In our experience, these methods proved successful:

A. Recruitment
B. Company newsletter articles
C. Student recommendations
D. Training employer management to recruit workers
E. Letters to employees or notices in paychecks.

CHECKLIST FOR WORKPLACE LITERACY PARTNERSHIP

1. Instructor
   - ____ Knows Adult Education rules
   - ____ Knows how adults learn/special needs
   - ____ Has experience with Adult Education
   - ____ Knows how to motivate adults
   - ____ Good counselor
   - ____ Can handle many tasks or students at one time
   - ____ Can spot special needs people, i.e., dyslexia
   - ____ Participates in plant tour, introduction to workplace management, attends training session conducted by training department
   - ____ Evaluated by School Board regularly to see if standards are being met
   - ____ Gets interest and motivation right away at first meeting by explaining:
     - ____ Program (ABE, ESOL, GED prep)
     - ____ What people can expect to get out of program
     - ____ Share success and failure stories
     - ____ Answer questions about program
     - ____ Allow for student interaction
   - ____ Administers TABE
   - ____ Sets short and long term goals with student
   - ____ Conducts regular review of goals to determine progress

2. School Board Coordinator
   - ____ Reviews program monthly with literacy team
   - ____ Sits in on sessions
   - ____ Evaluates teacher's effectiveness
   - ____ Makes resources available
   - ____ Facilitates interaction with other workplace literacy instructors
   - ____ Conducts supervisor training

3. Workplace Responsibilities

____ Provide location, copier service, audio/visual aids

____ Pay Instructor mileage

____ Provide liaison to facilitate communications between Instructor, School Board, and Company

____ Provide advertising (motivation and incentives), as needed, for program

____ Pay for class materials that are used in GED Prep program

____ Monitor program progress

____ Participate in Instructor selection

____ Give feedback to Instructor and School Board

____ Pay for 20 hours of planning and development time for instructor @ $13.00/hour

____ Reimburse employees for successful completion of $25.00

____ Highlight program in Company literature

ON SITE WORKPLACE LITERACY AGREEMENT

This agreement executed by _____ and the School Board of Polk County documents the responsibilities of the two agencies for the development, conduction, and maintenance of on-site Adult Education.

Program I — Adult Basic Education, A.B.E.

This program will be designed and conducted to educate adults lacking basic or functional literacy skills.

Program II — G.E.D.

This program will be designed and conducted to educate adults to the level necessary to earn a General Equivalency Diploma.

Program III — ESOL

This program will give employees the conversational, reading, and writing skills necessary to improve their job performances.

Adult Coordinator Responsibilities

1. Instructor responsibilities:
   - ____ Understands the objectives of assigned Adult Education program
   - ____ Knows the special needs and learning characteristics of adults
   - ____ Demonstrates ability to motivate, counsel, and provide feedback to students on progress
   - ____ Has experience or background necessary to conduct programs successfully
   - ____ Is capable of handling several tasks or students at one time
   - ____ Can identify resources for special needs students, dyslexia, tutors
   - ____ Will set short and long term goals with each student
   - ____ Will meet weekly with the company's Coordinator to provide regular program status and receive job related information for incorporation into classwork
   - ____ Submit adult school paperwork at assigned times

2. Meet monthly to evaluate objectives, class attendance (monthly), and progress.

Company Responsibilities

____ Provide a suitable location for class meetings.

____ Provide a liaison who will facilitate communications between the Instructor, Polk County Adult and Community Education, and the Company

____ Provide motivation/incentive advertising for the program in conjunction with the instructor

____ Pay for GED text books @ $14.00 each

____ Reimburse employees for successful passing of GED test Amount: $_____

____ Monitor feedback and share with Instructor

____ Assist in Instructor selection

____ Meet monthly with Coordinator, and meet weekly with instructor to provide job related materials for classwork

____ Pay the Instructor's mileage

3. Participate in a company orientation meeting for each program for the purpose of:
   - ____ Staff introductions
   - ____ Explaining the programs
   - ____ Answering questions
   - ____ Gaining middle management support
   - ____ Explaining what students can expect to get out of the program
   - ____ Sharing success and failure stories
   - ____ Introducing the Instructor and School Board Personnel

4. Make appropriate materials and resources available to the Instructor to facilitate the program objectives.

____ Introduce Instructor at workplace, provide job related materials, provide job shadowing experience, give tour of facility

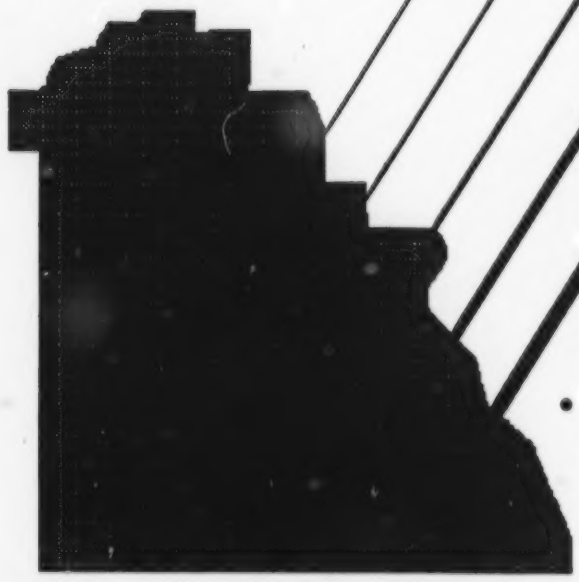
____ Provide incentive program for students using participation in classes

____ Pay for 20 hours of planning and development time for instructor @ $13.00 per hour

____ Reimburse Polk County Adult and Community Education at a rate of $2.45 per hour for each contact hour of attendance below the minimum required (8 - ABE / 15 - GED)

Company	Polk County School Board Representative
Representative	
Title	Title
Date	Date

IMPLEMENTATION



- Motivating Learners
- Instructional Techniques
- Supervisor's Training
- Literacy Audit
- Student Assessment

MOTIVATING LEARNERS

Technique	Purpose	Method
Before Training:		
Build Confidence	To demonstrate to learners that they: • are capable of succeeding • are worth the effort and time; and • are never "too old" to learn	Counsel individuals and demonstrate confidence in their abilities. Listen carefully to what they say about themselves, both for content and for feelings. Then respond on a "feeling" level to build confidence.
Demonstrate Value	To demonstrate to learners "what's in it for them."	Cite case examples of others who succeeded in basic skills training--and what they got out of it. Without making promises, show why participation in basic skills training is worthwhile for personal as well as job-related reasons.
Build Ownership	To give learners a say in decisions affecting their training needs.	Ask the learners what they feel they need to learn--and why. Then use what they said.
Share	To build rapport between learners and trainers.	Trainers should tell the learners about themselves and share their own experiences. Ask the learners to do the same. Create a bond.
During Training:		
Reflect the Learner's World	To be "like the learner."	While being authentic, reflect the "learner's world" by reflecting his or her attitudes, beliefs and values and relating basic skills training to them.

Technique	Purpose	Method
Create a Positive Learning Climate	To reinforce learners' commitment.	Make the first experience with the subject as positive as possible.
Link Learners	To link learners with others who are enthusiastic and are succeeding.	Take steps to introduce the learners to others who are doing well and are enthusiastic about the subject. Encourage socializing before and after formal educational activities.
Encourage	To provide positive reinforcement when learners make honest efforts to learn.	As learners struggle, give them encouragement, praise them promptly for what they do correctly, show unswerving confidence in their ability to succeed, and reinforce lessons learned.
After Training:		
Follow up	To find out how learners have been applying what they learned--and to build their confidence in themselves as learners.	Visit the learners. Ask them how they are doing. Arrange formal counseling sessions if they need help; praise them sincerely when they do not need help or are taking steps on their own to improve their abilities.

A SUMMARY OF INSTRUCTIONAL TECHNIQUES FOR BASIC SKILLS TRAINING

Instructional Technique	Description	Technique Used In Basic Skills Training
*Case study	A short, realistic (and usually written) narrative of a page or two in length that describes an organization or situation and asks the learner to (1) identify what the problem is and/or (2) recommend solutions.	Write up situations similar to real-life situations which have caused problems in the past. Learners are asked to (1) identify the problem; (2) recommend solutions(s); and/or (3) apply basic skills required on their jobs. The focus of such case studies is on basic skills prerequisites to job-specific training.
*Critical incident	A one- or two-sentence description of a work situation, requiring the learner to provide a response indicating "what to do" and "why."	Use this technique in a manner similar to a case study. "Correct" answers should be prepared and given to learners after they suggest their own responses.
Group discussion	Learners are asked to form a small group and pool their thinking to come up with an answer to a problem situation. May be used for answering case studies, critical incidents, or other structured learning activities.	Ask small groups of learners--usually 4-6 people--to work together to "answer" a case study, critical incident, or other learning activity. A chief advantage of this approach is that no one learner feels embarrassed if the answer is wrong.
Lecture	A presentation, usually given to a group of learners, by an "expert."	Use this approach to introduce a topic about which learners know relatively little. Since learners forget 80% of what they hear within 24 hours, it is worthwhile to use visual aids to accompany an oral presentation to increase retention.

Instructional Technique	Description	Technique Used In Basic Skills Training
Panel discussion	Short lectures by "experts" on a given topic.	Use this technique to introduce a topic or reinforce the importance of learning a lesson. Very effective with "hard to motivate" learners when they hear their peers speak on a panel.
Role-play	Learners are asked to "play act" a situation resembling one that may be encountered in real life.	Use this technique selectively for illustrating certain skills, such as interpersonal skills, or giving learners a chance to apply what they have learned.

SUPERVISOR'S TRAINING

Purpose

To help supervisors recognize employees' job-related basic skills problems and counsel them on how to address those problems.

Instructional Objectives

Upon completion of this half-day workshop, participants should be able to:

1. Explain the importance of employees' basic skills problems
2. Recognize symptoms of basic skills problems
3. Distinguish problems stemming from basic skills deficiencies
4. Explain the importance of the supervisor's role in providing counseling on basic skills problems to employees
5. Demonstrate effective methods of counseling employees about basic skills problems

Workshop Pre-Reading

Before the workshop, participants will be asked to read several short articles on the cause, effects, and solutions for basic skills deficiencies.

Intended Participants

This workshop is appropriate for supervisors and training and personnel staff members.

Evaluation

The effectiveness of the instructor will be evaluated by a participant questionnaire administered at the end of the workshop. The effectiveness of participant learning will be evaluated by a pretest administered at the beginning of the training session and a videotaped supervisory counseling session conducted after the workshop.

Workshop Outline

I. Workshop Introduction
   a. Purpose of the workshop (Why are we here?)
   b. Objectives of the workshop (What should you be able to do at the time you leave?)
   c. Participant Objectives (What do you hope to learn in the workshop, if different from the stated objectives?)
   d. Organization of the workshop (How is the workshop organized?)
   e. Administration of Pretest

II. What is a Basic Skills Problem?
   a. Brief definition
   b. Recognition
   c. Causes
   d. Effects

III. How are Employees Counseled on Basic Skills Problems?
   a. What is the organization's policy on employee training and education?
      1. Overview
      2. Employee counseling by supervisor
      3. Employee counseling by Personnel Department
         a. When employees should be referred to Personnel
         b. When employees should be counseled by the supervisor

   b. How Do Supervisors Counsel Effectively?
      1. Description of counseling
      2. Steps in counseling
      3. Videotape segment
      4. Role-playing segment.

IV. Workshop Conclusion

WHY ADULTS PARTICIPATE IN CONTINUING EDUCATION

REASONS	WHAT THEY SAY
1. Educational Advancement	"I want to prove to myself that I can finish school." "I want to go to college."
2. Self Improvement	"Feel better about myself." "Have more confidence in myself."
3. Literacy Development	
4. Community and Church Involvement	"I want to be able to read the Bible better." "I want to be a smarter voter."
5. Economic Needs	"I need to earn more money." "I'm unemployed and need to find work."
6. Family Responsibilities	"I want to set a better example for my children." "I want to be better at taking care of my children."
7. Diversion	"Because I want to meet people." "Because I had nothing better to do."
8. Job Advancement	"To get a better job."
9. Launching Into a New Life	"I expect to get married soon." "I expect to have a child soon."
10. Urging of Others	"My friends urged me to attend this class." "People at work urged me to attend this class."

MEGALEARNING: THE NEW MEGATREND

The following 10 trends have already achieved the magnitude and momentum to constitute, together, a "megatrend" of the 1990s.

1 - We will learn throughout our lives.

2 - We will learn in a rich array of organizations, institutions, and associations.

3 - We will focus learning on our real needs.

4 - We will learn with our whole brains.

5 - We will learn together.

6 - We will learn via multiple media, technologies, formats, and styles.

7 - We will direct our own learning.

8 - We will learn by teaching.

9 - We will learn from new kinds of teachers.

10 - We will learn how to learn.

Matching Program Activities to Priorities, Purpose, and Goals

Reasons for a Basic Skills Training Program

_____ 1. Contribute to the community's economic development

_____ 2. Contribute to the social/personal well-being of individual employees

_____ 3. Improve customer relations

_____ 4. Improve organizational competitiveness

_____ 5. Improve the organization's ability to respond to technological change

_____ 6. Increase work output of employees

_____ 7. Increase the pool of promotable employees

_____ 8. Practice organizational social responsibility

_____ 9. Reduce likelihood of accidents and safety problems

_____10. Reduce production time

_____11. Reduce training time

Interview Questions About Basic Skills

Please share the following perceptions about your employees and the kind of work they do so that I can determine what skills are expected of them at the time they start work.

1. How do you typically orient new workers to their jobs?

2. What problems do you most commonly face with new employees that you feel you might not face if they were better educated? (Please elaborate on your answer.)

3. What are the most common problems you notice with the abilities of employees to

   A. Read?

   B. Write?

   C. Compute arithmetic?

   D. Interact cooperatively with others?

   E. Conform to work rules?

   F. Perform in any other area of their work?

SUPERVISOR'S TRAINING

_____ DEPARTMENT
_____ NAME
_____ TITLE

EMPLOYER QUESTIONNAIRE TO ASSESS TRAINING NEEDS

	EMPLOYEE USE	
	Yes	No
1. Reading job-related communication	____	____
2. Using correct grammar	____	____
3. Speaking effectively with others	____	____
4. Using special job-related terms	____	____
5. Listening attentively	____	____
6. Writing legibly	____	____
7. Using appropriate telephone etiquette	____	____
8. Following written directions	____	____
9. Following oral directions	____	____
10. Asking clear questions	____	____
11. Locating information needed to accomplish a work task	____	____
12. Preparing clear, grammatically correct written communication	____	____
13. Adding whole numbers	____	____
14. Subtracting whole numbers	____	____
15. Multiplying whole numbers	____	____

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EMPLOYER QUESTIONNAIRE TO ASSESS TRAINING NEEDS

	EMPLOYEE USE	
	Yes	No
16. Dividing whole numbers	____	____
17. Adding decimals	____	____
18. Subtracting decimals	____	____
19. Adding fractions	____	____
20. Subtracting fractions	____	____
21. Converting fractions to fractions	____	____
22. Converting decimals to fractions	____	____
23. Converting measurements (metric to English; English to metric)	____	____
24. Demonstrating willingness to learn	____	____
25. Complying with organizational policies and rules	____	____

OTHER ACTIVITIES
(Please list below):

Grounds Maint. DEPARTMENT
Paul Hickman NAME
Director TITLE

EMPLOYER QUESTIONNAIRE TO ASSESS TRAINING NEEDS

	EMPLOYEE USE	
	Yes	No
1. Reading job-related communication	✓	
2. Using correct grammar		✓
3. Speaking effectively with others	✓	
4. Using special job-related terms		✓
5. Listening attentively	✓	
6. Writing legibly	✓	
7. Using appropriate telephone etiquette		✓
8. Following written directions	✓	
9. Following oral directions	✓	
10. Asking clear questions	✓	
11. Locating information needed to accomplish a work task	✓	
12. Preparing clear, grammatically correct written communication		✓

EXAMPLE

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A BASIC SKILLS CHECKLIST

Employee's Name _____

Job Title _____ Today's Date _____

√	Job Related Skills	Competency
	1. Attendance policy	
___	A. How it is kept	
___	B. How to report illness	
___	C. Importance of reporting in sick	
___	D. Organizational policies on attendance	
___	E. Who keeps attendance	
	2. Break Policy	
___	A. Length	
___	B. Where to take breaks	
	3. Discipline Policy	
___	A. Purpose	
___	B. Steps in the process	
___	C. Treatment of sabotage, horseplay, physical violence (dismissal on first offense)	
	4. Dress policy	
___	A. General policy	
___	B. What to wear	
___	C. What not to wear	
	5. Job Description	
___	A. Purpose of the job	
___	B. Importance of the job to the organization	
___	C. Reporting relationships	
___	D. Duties/responsibilities	
	6. Job Objectives	
___	A. Definition of objectives	
___	B. How the job's work is measured	
___	C. Desired results/work goals	

Employee's Name _____

Job Title _____ **Today's Date** _____

√	Job Related Skills	Competency
	7. Job Standards	
___	A. Definition of standards	
___	B. Minimum work expected (quality/quantity/time)	
___	C. What happens if the employee does not meet job standards?	
	8. Overtime	
___	A. Organizational policy	
___	B. How often?	
___	C. How much notice will be given?	
	9. Parking	
___	A. Where to park	
___	B. Where not to park	
	10. People to Meet	
___	A. Co-workers	
___	B. Supervisor	
___	C. Trainer	
___	D. Manager	
___	E. Others (Describe)	
	11. Performance Appraisal	
___	A. Policy	
___	B. How appraisals are conducted	
___	C. How appraisal is related to pay and promotions	
___	D. What is measured	
___	E. When appraisals are conducted	
	12. Places to See	
___	A. Evacuation routes	
___	B. Work unit facilities	
___	C. Department facilities	
___	D. Organization's facilities	

Employee's Name _____

Job Title _____ Today's Date _____

√	Job Related Skills	Competency
	13. Safety Policies and Procedures	
___	A. Right-to-Know about exposure to hazardous substances	
___	B. Information about the organization's policies and procedures on safety	
	14. Salaries/Wages	
___	A. Policies	
___	B. How compensation is determined	
___	C. When employees are paid	
___	D. How often salary is reconsidered	
	15. Supervisory Expectations	
___	A. What discipline problems has the supervisor found most common?	
___	B. What should the employee do to maintain an effective working relationship with the supervisor?	
	16. Teamwork/Interpersonal Relations	
___	A. Importance of employees working together effectively	
___	B. Supervisory actions in the event of inter-personal problems	
	17. Telephone Use/Personal Visitors	
___	A. Organizational policy	
___	B. How to answer courteously	
___	C. How to handle personal calls	
___	D. How to handle personal visits	

Employee's Name _____

Job Title _____ Today's Date _____

√	Job Related Skills	Competency
	18. Training	
___	A. Basic skills problems--what employees should do about them	
___	B. On-the-job training (How is it handled? Who does it? What work standards are expected? What is its duration?)	
___	C. Off-the-job training	
	19. Vacation	
___	A. Organizational policies	
___	B. How to schedule	
___	C. When to schedule	
	20. Working Hours/Tardiness	
___	A. What are the hours of work?	
___	B. How is tardiness defined?	
___	C. What discipline results from excessive tardiness?	
	21. Other Issues (List Below)	

Performing the Literacy Audit

1. **Observe employees to determine the basic skills they must use in order to perform their jobs effectively.**
   - Watch the employee(s) throughout a workday to be sure all tasks are observed. Continue this observation periodically rather than daily.
   - Record each time the worker reads, writes, or does an arithmetic calculation.
   - Note the setting in which these basic skills activities take place.
   - Note the materials used by the employee to perform the tasks involving basic skills activities.
   - Determine the purpose of those tasks.
   - Be aware of whether the tasks are performed individually or in groups.

2. **Collect all materials that are written and read on the job to determine the degree of skills proficiency an employee must have to do the job well.**
   - Include memoranda, telephone messages, manuals, bills of sale, and forms such as inventory lists, balance sheets, and requisition slips.
   - Examine the materials to determine reading levels, necessary vocabulary, and style.
   - Analyze the content of these materials to determine their function.
   -
   -
   -

SOURCE: The Bottom Line: Basic Skills in the Workplace. (1989). Washington, D.C.: U.S. Department of Education and U.S. Department of Labor, pp. 14-15.

3. **Interview employees and their supervisors to determine their perceptions of the basic skills needed to do their jobs.**

   - Note the skills that the top-performing employees say are most important. Then ask them which skills they use most and how they use them.
   - Ask the supervisors which skills are needed for job performance, identifying those deemed critical.
   - Examine discrepancies, if they exist, between the employees' and the supervisors' perceptions of skills needed. One particularly good technique suggested by Mikulecky is to ask both supervisors and top-performing employees how they would break in a new employee, step by step. Questions such as "How do you decide what to do first? "How do you decide what to do next?" clarify the mental processes underlying good job performance and present a fuller picture than a simple listing of tasks.

4. **Determine whether the employees have the basic skills needed to do their jobs well.**

   - Combine the information gathered from observing the employees, collecting the materials they use, and the interviews. Then write up a description of each of the audited jobs in terms of the reading, writing, and computation skills needed to perform them well.
   - Return to the work setting to observe how or whether the tasks requiring these basic skills are performed.
   - Discuss observations informally with employees and supervisors when problems are observed, to pinpoint specific areas of difficulty and concern.

SOURCE: The Bottom Line: Basic Skills in the Workplace. (1989). Washington, D.C.: U.S. Department of Education and U.S. Department of Labor, pp. 14-15.

5. **Build tests that ask questions relating specifically to the employees' job or job group.**
   - Use job-related language and style.
   - Use situations and formats in which the basic skills being tested will actually occur.
   - Ask employees to perform the tasks that simulate what they encounter on the job.

SOURCE: The Bottom Line: Basic Skills in the Workplace. (1989). Washington, D.C.: U.S. Department of Education and U.S. Department of Labor, pp. 14-15.

Task Analysis Worksheet

Department _____

Job Title _____

Task Analyst's Name _____ Date _____

Work Activity Under Review (Based on the Job Description):

_____

_____

The employee...

(Does What?) [verb]	(To What?) [noun]	Using (Reading Writing Math Conversation) [qualifiers]

Materials

Training	On the Job

Task Analysis Worksheet

Department Food/Beverage

Job Title Utility Steward

Task Analyst's Name _____ Date _____

Materials

Training	On the Job
	company newsletter

The employee...

(Does What?) [verb]	(To What?) [noun]	(Using Reading Writing Math Conversation) [qualifiers]
wash	*utensils (see vocabulary sheet)	pots
		pans
		dishes
		silverware
take out	trash	
	garbage	
clean	containers	
sweep	floor	
mop	floor	
hose	floor	
clean	*equipment (see vocabulary)	
	freezers	
	coolers	
	stoves	
	ovens	
	barbecue grills	
	hot carts	

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Task Analysis Worksheet

Department Grounds Maintenance

Job Title Laborer/Mower Operator

Task Analyst's Name _____ Date _____

Materials

Training	On the Job
maps	daily work sheet
training checklist: grounds maintenance	location and plant sheet
landscape maintenance	weekend clean up schedule
utilities maintenance	landscape maintenance
personal information	

The employee...

(Does What?) [verb]	(To What?) [noun]	Using (Reading Writing Math Conversation) [qualifiers]
prune	trees	
prune	plants	
maintain	grass	
mow	grass	
sweep	grass	
edge	grass	
fertilize	grass	
spray	grass	
pull	weeds	
raking	clippings	

Task Analysis Worksheet

Department Housekeeping

Job Title Houseman

Task Analyst's Name _____ Date _____

Materials

Training On the Job

The employee...

(Does What?) [verb]	(To What?) [noun]	(Using Reading Writing Math Conversation) [qualifiers]
move	furniture	
clean	cobwebs (inside outside)	
sweep down	buildings	
sweep	patio	
check	cobwebs	
sweep down	cobwebs	
clean	windows	
sweep out	(outside) closets	
blow off	sidewalks	
pick up	(housekeeping) litter (on landscape (under steps)	

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The employee...

(Does What?) [verb]	(To What?) [noun]	Using (Reading Writing Math Conversation) [qualifiers]
	dish machine	
deliver	food	
bring back	food	
maintain	food line	
alter	buffet events	
return	dishes	
clean	bar area	
	snack bar	
pick up	rags	
	aprons	
	uniforms	
	milk cartons	
	cardboard boxes	
keep	mop area (orderly)	
	loading dock (free of trash)	
fill	propane tanks	
keep	gas chain saw (on hand)	
clean	steward's van	
	chef's van	
wash	steward's van	
	chef's van	

COMPETENCY-BASED ABE-HOTEL/MOTEL INDUSTRY
EMPLOYEE QUESTIONNAIRE TO ASSESS TRAINING NEEDS

	USE IN PERFORMING PRESENT JOB?		DO YOU FEEL YOU NEED TRAINING IN THIS AREA?	
	Yes	No	Yes	No
1. Reading job-related communication	____	____	____	____
2. Using correct grammar	____	____	____	____
3. Speaking effectively with others	____	____	____	____
4. Using special job-related terms	____	____	____	____
5. Listening attentively	____	____	____	____
6. Writing legibly	____	____	____	____
7. Using proper telephone etiquette	____	____	____	____
8. Following written directions	____	____	____	____
9. Following oral directions	____	____	____	____
10. Asking clear questions	____	____	____	____
11. Locating information needed to accomplish a work task	____	____	____	____
12. Preparing clear, grammatically correct written communication	____	____	____	____

EMPLOYEE QUESTIONNAIRE TO ASSESS TRAINING NEEDS
(CON'T)

	USE IN PERFORMING PRESENT JOB?		DO YOU FEEL YOU NEED TRAINING IN THIS AREA?	
	Yes	No	Yes	No
13. Understanding your legal rights as an employee?	____	____	____	____
14. Understanding your employee benefits	____	____	____	____
15. Understanding conversational English words.	____	____	____	____
16. Demonstrate proper guest relations	____	____	____	____
17. Demonstrate a willingness to learn	____	____	____	____
18. Understand and comply with employer policies and rules	____	____	____	____
19. Adding/subtracting whole numbers	____	____	____	____
20. Multiplying/dividing whole numbers	____	____	____	____
21. Adding/subtracting decimals	____	____	____	____
22. Adding/subtracting fractions	____	____	____	____
23. Converting fractions to fractions	____	____	____	____
24. Converting decimals to fractions	____	____	____	____
25. Converting measurements (metric/English)	____	____	____	____

ARE THERE ANY OTHER JOB-RELATED AREAS THAT YOU FEEL YOU WOULD LIKE TO RECEIVE TRAINING IN? (Please list below):

Student Questionnaire

Teachers: Please call all of your students 60-90 days after the last class session. Ask the students to reflect upon their class time before answering the following questions. Check the best response.

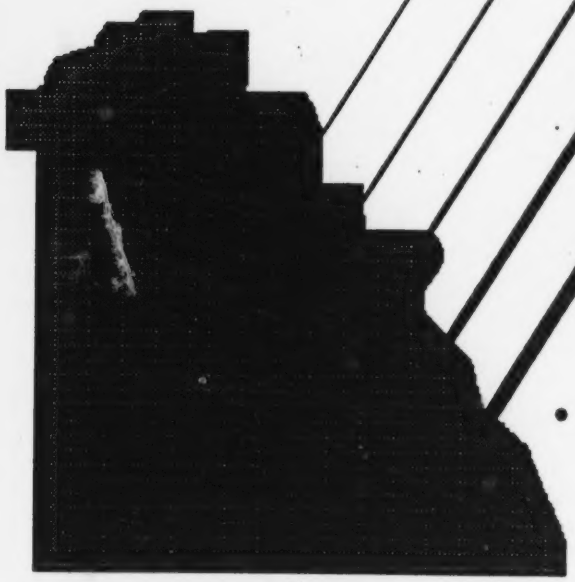
	YES	NO	DON'T KNOW
1. Do you make fewer on-the-job mistakes because of improved reading skills?			
2. Do you make fewer on-the-job mistakes because of improved understanding of English?			
3. Has your self-image improved?			
4. Has your productivity improved?			
5. Has your on-the-job behavior improved?			
6. Have you improved communication skills with your peers?			
7. Have you improved communication skills with your supervisor?			
8. Have you gained additional knowledge about your job?			
9. Has your job dedication improved because of improved skills?			
10. Has your job dedication improved because of improved self-image?			
11. Do you have a chance for promotion because of these classes?			
12. Have you entered into other educational programs?			
13. Is there an aspect of your job that you can do better because of these classes?			
14. Do you think your chances of a pay raise have improved because of these classes?			

Employer Questionnaire

We have conducted Workplace Literacy Classes at your worksite. In order to evaluate and improve our program we would appreciate your voluntarily answering the following questions. Please check the response you feel is appropriate for the majority of the employees who were in the classes.

	YES	NO	DON'T KNOW
1. Does the employee commit fewer on-the-job errors because of improved reading skills?			
2. Has the self-image of the employee improved?			
3. Has the productivity of the employee improved?			
4. Has there been an improvement in on-the-job behavior of the employee?			
5. Has the employee gained additional knowledge about his/her job?			
6. Has the employee improved his/her communication skills with peers?			
7. Has the employee improved his/her communication skills with supervisor?			
8. Has on-the-job dedication improved because of improved skills?			
9. Has on-the-job motivation improved because of improved self-image?			
10. Does the employee use more precise language in oral communication?			
11. Does the employee use more precise language in written communication?			
12. Has the potential for promotion improved?			
13. Have you encouraged the employee to seek further educational opportunities?			
14. Do you think the employee benefited from the classes?			

APPENDIX



- TABE Testing
- Financial Support
- Program Components
- Curriculum Frameworks
- Grenelefe Task Analyses
- Bibliographies

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M E M O R A N D U M

MEMO NUMBER
91A25

TO: Coordinators of Adult & Community Education

FROM: James P. Booth, Director of Adult & Community Education

DATE: September 11, 1990

SUBJECT: Workplace TABE Administration

Approval for the administration of only the portion of the TABE Test that is applicable to the need of the workplace has been given by the Bureau of Adult and Community Education. Please maintain records of test administration in accordance with DOE policies. (See attached letter from John E. Lawrence, Bureau Chief.)

rf

attachment

AN EQUAL OPPORTUNITY EMPLOYER

FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

John E. Lawrence, Chief
Bureau of Adult and
Community Education
Division of Vocational, Adult
and Community Education

September 5, 1990

Mr. James P. Booth, Director
Adult and Community Education
Post Office Box 391
1915 South Floral Avenue
Bartow, Florida 33830

Dear Mr. Booth:

This is in response to your August 22nd letter requesting approval to test adults in the workplace on the skill area specifically designed for instruction. This waiver would enable the instructor to administer only the portion of the test that is applicable to the need of the workplace and/or workforce. I hereby grant permission for administration of the TABE to be adminstered proportionate to the needs of the student in the workplace literacy instructional program and request that all records be maintained in an accountable manner and as prescribed by applicable statutes.

If I can be of further assistance, please let me know.

Sincerely,

John E. Lawrence

jlp

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DISTRICT 2

RUBIE WILCOX
DISTRICT 4

ANDREA WHITELEY
DISTRICT 5

MEMORANDUM

MEMO NUMBER
39A131

TO: Coordinators of Adult & Community Education

FROM: James P. Booth, Director
Adult & Community Education

DATE: June 4, 1990

SUBJECT: Adult Education Financial Support

In establishing classes as a partnership with business and industry, we should be able to provide a service that reflects a departure from what has been traditionally practiced. Above all, we must continue to provide the best instructors and curriculum offerings possible within a cost effective program. Some centers have experienced a lower than usual attendance and/or membership in these classes and therefore concerns as to how we can continue to provide instruction through Adult Education have developed.

Representatives of business as well as educators are interested in providing an ongoing service to their employees once a class has been offered. As we heard in the workshop with Tony Hayes our public educational system is uniquely different from the profit making educational organizations offering packaged deals at a much higher cost than what we can offer.

In order for Adult & Community Education to be able to hold the market and to expand services, which translates directly into additional FTE's and an impact on each center's staffing formula, we need to provide the individual business organization a way to subsidize an ongoing program through adult education.

Hopefully, we can design a plan that will give business an up front cost as to what we can provide in the form of a customized curriculum dealing with the individual needs of the organization and their employees that will be in place for the length of a term.

Until the complete program is developed each coordinator may continue a class for each session with less attendance required if the following conditions exist:

BEST COPY AVAILABLE

The industry is interested and willing to make a donation to your center to make up the cost difference for each term. The donation to the School Board of Polk County is to be made at $2.45 for each contact hour of attendance below the minimum required. For instance a basic education class must have 8 in attendance to be solvent. You are recording a membership of 15 but an average of 5 individuals are attending an eight week term of two days a week. You would calculate this as: $2.45 x (8-5) x 15 x 2 = $220.50. This donation is sent to the district office where it is deposited each session or term into the district's payroll account.

I feel that this option will strengthen the Adult & Community Education Schools.

rf

CURRICULUM FRAMEWORK

PROGRAM AREA: Adult Education

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July 1987

COURSE TITLE: Adult Basic Education

CODE NUMBER: Secondary 9900000 Postsecondary _____

Florida CIP _____

SECONDARY SCHOOL CREDITS N/A COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): ___ 7-9 ___ 9-12 ___ Postsecondary Adult Vocational

___ Postsecondary Vocational ___ Other 1-8

CERTIFICATION COVERAGE: Any Field

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to offer basic literacy and life skills for adults who are performing at or below the 8th grade level. The content should include, but not be limited to, reading, writing, and mathematics concepts across the content areas which are applicable to everyday coping skills necessary for adults.

II. LABORATORY ACTIVITIES: Not Applicable.

III. SPECIAL NOTE: Not Applicable.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Demonstrate the ability to apply the skills of reading, speaking, listening, and observing to meet the needs of everyday living.

02. Demonstrate the ability to express in writing one's ideas and needs and to provide information in order to function successfully in society.

03. Demonstrate the ability to compute and to use mathematical concepts to solve problems encountered in daily living.

04. Demonstrate an understanding of and apply basic life science concepts and facts.

05. Demonstrate an understanding of and apply basic physical science concepts and facts.

06. Demonstrate an understanding of and apply basic earth/space science concepts and facts.

07. Know and apply the basic concepts of health education.

08. Know and apply the basic concepts of history and the various social sciences.

09. Know and apply the basic concepts of consumer education.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1987

PROGRAM AREA: Adult Education SECONDARY NUMBER: 9900000

PROGRAM TITLE: Adult Basic Education POSTSECONDARY NUMBER: _____

After successfully completing this course, the student will be able to:

01. Demonstrate the ability to apply the skills of reading, speaking, listening, and observing to meet the needs of everyday living.

The student will demonstrate readiness skills.

01.01 use left to right eye movement.
01.02 recognize likenesses and differences.
01.03 orally identify pictured objects.
01.04 identify the letters of the alphabet.
01.05 listen and join in classroom discussions.
01.06 listen and follow simple directions.

The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

01.07 identify frequently used words on sight.
01.08 identify the meanings of frequently used words presented in context.

The student will recognize sounds and their association with letters.

01.09 identify initial sounds.
01.10 identify signal vowels, vowel combinations, and vowel-consonant variations.
01.11 identify single consonant sounds.
01.12 identify consonant blends and digraphs.
01.13 use correct pronunciation in oral reading.
01.14 demonstrate knowledge of syllabication and dictionary pronunciation.

The student will determine word meaning from a knowledge of word parts as used in a given context.

01.15 identify the meanings of words with prefixes.
01.16 identify the meanings of words with suffixes.
01.17 identify the meanings of contractions.
01.18 identify and select inflected words in a given context.
01.19 identify the meaning of plural nouns.
01.20 identify the meaning of verbs denoting the past, present, or future.
01.21 identify the meanings of compound words.
01.22 identify the meanings of abbreviations.
01.23 determine the meaning of a sentence which contains negative words.
01.24 identify the meaning of comparative and superlative forms of adjectives and comparative forms of adverbs.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1987

PROGRAM AREA: Adult Education SECONDARY NUMBER: 9900000

PROGRAM TITLE: Adult Basic Education POSTSECONDARY NUMBER: _____

The student will demonstrate literal comprehension skills by responding to oral or written questions about reading selections.

01.25 determine the main idea of a paragraph.
01.26 answer "who" questions about sentences or paragraphs.
01.27 answer "what" questions about sentences or paragraphs.
01.28 answer "where" questions about sentences or paragraphs.
01.29 answer "when" questions about sentences or paragraphs.
01.30 answer "which" questions about sentences or paragraphs.
01.31 answer "how" questions about sentences or paragraphs.
01.32 identify the order of events in a paragraph.
01.33 identify the cause or effect implied in a paragraph.
01.34 follow written directions.

The student will demonstrate inferential comprehension skills.

01.35 identify the meanings of words in context using example clues.
01.36 identify the meanings of words in context using direct explanation clues.
01.37 identify the meanings of words in context using synonym clues.
01.38 identify the meanings of words in context using comparison and contrast clues.
01.39 identify the pronoun referent in a sentence or paragraph.
01.40 identify the main idea implied in a paragraph.
01.41 identify the cause or effect implied in a paragraph.
01.42 identify the appropriate conclusion or generalization for a paragraph.

The student will demonstrate evaluative comprehension skills.

01.43 distinguish between real and unreal actions or events in a paragraph.
01.44 distinguish between fact and opinions in a paragraph.

The student will demonstrate appropriate skills for obtaining information.

01.45 place words in alphabetical order.
01.46 obtain appropriate information from pictures, maps, or signs.
01.47 obtain appropriate information from diagrams, tables, graphs, or schedules.
01.48 obtain appropriate information from indexes, tables of contents, and dictionary entries.
01.49 obtain appropriate information from commonly used forms.
01.50 identify the appropriate source to obtain information, using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers.

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After successfully completing this course, the student will be able to:

02. Demonstrate the ability to express in writing one's ideas and needs and to provide information in order to function successfully in society.

The student will write legibly.

02.01 write legible capital and lower case letters.
02.02 use legible cursive handwriting.
02.03 group letters to form words.
02.04 space words to form sentences.
02.05 space sentences to form a legible paragraph.

The student will compose grammatically correct sentences.

02.06 write the singular and plural forms of nouns correctly.
02.07 write declarative sentences having compound subjects and/or verbs.
02.08 make subjects and verbs agree.
02.09 use the appropriate forms of common regular and irregular verbs in writing.
02.10 write declarative and interrogative sentences using appropriate word order.
02.11 write compound declarative sentences using appropriate word order.

The student will organize objects and information into logical groupings and orders.

02.12 classify pictures and shapes under appropriate headings.
02.13 arrange pictures in an appropriate sequential pattern.
02.14 classify words naming objects with similar characteristics under appropriate headings.
02.15 arrange events in sequential order.
02.16 group words that name objects which are similar.
02.17 generate headings for groups of words or phrases.
02.18 write a set of simple directions.
02.10 organize information related to a single topic.

The student will write a paragraph expressing ideas clearly.

02.20 write a paragraph giving information in support of one topic.
02.21 write a paragraph using chronological order.

The student will write letters and messages.

02.22 dictate or write a friendly letter.
02.23 use the proper form when writing a simple business letter.
02.24 use the proper form when addressing a business envelope.

The student will spell, punctuate, and capitalize correctly.

02.25 proofread for spelling.
02.26 spell months of the year, days of the week, and numbers from one to one hundred twenty-one.
02.27 use a dictionary to spell words having phonetically regular beginnings.
02.28 spell words needed in writing through grade eight.
02.29 spell commonly used "consumer" words.
02.30 spell commonly used "survival" words.
02.31 apply generalizations for adding common suffixes.
02.32 used a period or question mark to punctuate simple declarative or interrogative sentences, respectively.
02.33 use a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.).
02.34 use a comma between cities and states and between the day of the month and the year.
02.35 use a comma after the greeting and after the closing of a friendly letter.
02.36 use an apostrophe to form contractions.
02.37 use a comma to separate words in a series.
02.38 use a comma to set off proper names in direct address.
02.39 use an apostrophe to show the possessive of nouns.
02.40 capitalize the first letter of the first word of a sentence, the pronoun "I", and the first letters in the names of persons.
02.41 capitalize a simple greeting and the first word of the closing of a letter.
02.42 capitalize common titles (Mr., Mrs., Dr., Miss), and proper nouns which name persons, days of week, months of the year.
02.43 capitalize commonly used abbreviations for proper nouns.
02.44 capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles and holidays.

After successfully completing this course, the student will be able to:

03. Demonstrate the ability to compute and to use mathematical concepts to solve problems encountered in daily living.

The student will read and write numerals.

03.01 identify numerals zero to hundred.
03.02 count the number of objects in a set of less than 100 objects.
03.03 read and write the numerals for any given whole number less than 100.
03.04 read and write names for whole numbers less than 100.
03.05 count the number of objects in a set of less than 1000 objects.

03.06 read and write the numerals for any given whole number less than 10,000.
03.07 read and write names for numerals for any given whole number less than 10,000.
03.08 read and write, in numeral, money values through five dollars.
03.09 read and write the numeral representing any whole number less than ten million.
03.10 read and write the fractions having denominators of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, or 100.
03.11 read and write money values through $1,000.
03.12 read and write names for 3-digit whole numbers.

The student will round numbers.

03.13 round a whole number less than 100 to the nearest 10.
03.14 round a whole number less than 10,000 to any designated place.
03.15 round a number less than 10 with no more than two decimal places to the nearest whole number.
03.16 estimate by first rounding to the nearest ten, hundred or thousand.

The student will put numbers in order.

03.17 identify the smaller or larger or any two given whole numbers less than 20.
03.18 write the numeral that comes just before, just after, or between given whole numbers less than 100.
03.19 using a reference point, identify the ordinal position of any object in a set or no more than 10 objects.
03.20 put in order three whole numbers less than 1,000.
03.21 using a reference point, identify the ordinal position of any object in a set of less than 100 objects.
03.22 put in order three whole numbers less than 10,000.

The student will add whole numbers.

03.23 add two 1-digit numbers (basic facts) given in vertical and horizontal notation.
03.24 add three 1-digit numbers, sums through 18 given in vertical and horizontal notation.
03.25 add a 2-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation.
03.26 add a 1-digit number to a 2-digit number, without regrouping.
03.27 add three of four 3-digit numbers, given in vertical and horizontal notation, without regrouping.
03.28 add a 1, 2, or 3-digit number to a 3-digit number.
03.29 add four 3-digit numbers, given in vertical and horizontal notation, with regrouping.
03.30 add three 4-digit numbers.

The student will subtract whole numbers.

03.31 subtract basic facts, sums through 18, given in vertical and horizontal notation.
03.32 subtract a 1-digit number from a 2-digit number, with and without regrouping, given in vertical and horizontal notation.
03.33 subtract two 2-digit numbers, with and without regrouping, given in vertical and horizontal notation.
03.34 subtract two 3-digit numbers, given in vertical and horizontal notation, with only one regrouping.
03.35 subtract two 4-digit numbers, given in vertical and horizontal notation, without regrouping.
03.36 subtract two 4-digit numbers, given in vertical and horizontal notation, with only one regrouping.
03.37 subtract two 5-digit numbers.

The student will multiply whole numbers.

03.38 determine the total number of objects when given sets of equal amounts, total not exceeding 12.
03.39 write basic multiplication facts, given in vertical and horizontal notation, products through 81.
03.40 multiply a 1-digit and a 2- or 3-digit number, given in vertical and horizontal notation.
03.41 multiply a 2-digit number and a 3-digit number.

The student will divide whole numbers.

03.42 group twelve or fewer objects into sets of equal amounts (no remainders).
03.43 write basic division facts, products through 81, using both symbols
03.44 divide a 2- or 3-digit number by a 1-digit number with remainder zero, without regrouping, using regrouping.
03.45 divide a 5-digit number by a 1-digit number, with and without regrouping.
03.46 divide a 3-digit number by a 2-digit number including multiples of 10.

The student will demonstrate an understanding of fractions, decimals, and percents.

03.47 identify one-half, one-third, or one-fourth of a given region.
03.48 identify equivalent fractional parts of regions that have been separated into halves, fourths, fifths, eighths, or tenths.
03.49 identify one-half, one-third, or one-fourth of a set having no more than 12 objects, with no remainder.

03.50 add proper fractions (with like denominators without simplification).

03.51 add two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10.

03.52 subtract proper fractions (with like denominators without simplification).

03.53 subtract two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10.

03.54 multiply two proper fractions.

03.55 multiply a proper fraction with denominator of 2, 3, 4, 5, 6, 8, or 10 by a whole number such that the product is a whole number.

03.56 add three numbers, each having no more than two decimal places.

03.57 subtract two numbers, each having no more than two decimal places.

03.58 multiply a whole number and a number having no more than two decimal places.

03.59 multiply two decimal fractions, both named in tenths or in hundredths.

03.60 divide a decimal name in tenths or hundredths by a 2-digit whole number, such that quotient is a number named in hundredths with remainder zero.

03.61 identifying a decimal or percent that is equivalent to a proper fraction having a denominator of 10 or 100.

The student will measure time, temperature, distance, capacity, and mass/weight.

03.62 state the days of the week in consecutive order.

03.63 state the number of the year in consecutive order.

03.64 state the date by month, day, and year using a calendar.

03.65 select a clock which matches a given hour or half-hour time.

03.66 tell time on the hour, half-hour, quarter-hour, and in minutes.

03.67 determine the temperature using Fahrenheit or Celsius thermometers.

03.68 using a given unit measurement (inch, centimeter, non-standard), determine the length of an object in whole units.

03.69 determine the length, width, or height by measuring objects in centimeters, meters, inches, feet, or yards.

03.70 determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, metric cups, and liters.

03.71 determine mass/weight by measuring to the nearest gram, kilogram, ounce, and pound.

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The student will solve money problems.

03.72	identify coins and currency of different value.
03.73	identify sets of coins equivalent in value to a set of coins, valued 25¢ or less.
03.74	determine equivalent amounts of up to five dollars using coins and paper currency.
03.75	determine change from one dollar.
03.76	read and write numerals for money (values through five dollars).
03.77	determine equivalent amounts up to twenty dollars using coins and paper currency.
03.78	use addition, without regrouping, to solve real problems involving two purchases no more than 50¢.
03.79	solve real-world problems involving purchases with change from a twenty dollar bill.
03.80	solve real-world problems involving comparison shopping for purchases less than ten dollars.

The student will interpret graphs, tables, and maps.

03.81	read and determine relationships described by pictographs or bar graphs expressed in whole units.
03.82	read and determine relationships described by bar graphs or pictographs.
03.83	using a table of metric measures, convert within the metric system using the following units: mm, cm, km, mL, L, mg, g, and kg.
03.84	locate a point on a highway map.
03.85	measure distance on a map, using a scale.

The student will solve real-world problems involving whole numbers.

03.86	solve real-world problems involving addition of two 1-digit or two 2-digit numbers, without regrouping.
03.87	solve real-world problems involving subtraction of two 1-digit or two 2-digit numbers, without regrouping.
03.88	solve real-world problems involving addition of three 3-digit numbers, with no more than one regrouping.
03.89	solve real-world problems involving subtraction of two 3-digit numbers, with no more than one regrouping.
03.90	solve one step real-world problems involving multiplication of a 1-digit number and a 2- or 3-digit number.
03.91	solve real-world problems involving addition or subtraction of 4-digit numbers.
03.92	solve real-world problems involving multiplication of a 2-digit number and a 3-digit number.
03.93	translate a one-step real-world problem into the appropriate number sentence.

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The student will solve real-world problems involving fractions, decimals, and percents.

03.94 solve real-world problems involving multiplication of a proper fraction and a proper fraction and a whole number.

03.95 solve real-world problems involving addition and subtraction of decimals.

03.96 the student will identify geometric figures and shapes, identify a circle, square, triangle, cube, cylinder, cone, sphere, and an angle.

The student will solve measurement problems.

03.97 determine the elapsed time between two events stated in days, months, or years with regrouping.

03.98 determine the perimeter of triangles, squares, and rectangles with whole number dimensions.

03.99 solve linear measurement problems with centimeters, meters, inches, feet, or yards, using addition or subtraction, with no conversion.

03.100 solve capacity problems with liters, cups, pints, or quarts, using addition or subtraction, with no conversion.

JOB-SITE PROGRAM COMPONENTS

IDEAL	ACCEPTABLE	UNACCEPTABLE
Component 1: Outreach		
1. Program coordinator conducts outreach activities with business and industry in the community, including awareness information about the program and interviews with company representatives to discuss the program and the company's employee training needs.	1. Business and industry representatives contact the program coordinator. 2. Trained outreach recruiters conduct outreach activities in a coordinated effort under the direction of the program coordinator.	1. No outreach activities are conducted with business and industry in the community, including the awareness information about the program and/or the company's employee training needs.
Component 2: Needs Assessment		
1. Company representatives complete assessment giving general information about employees and specific training needs relating to company policies and requirements, social language interactions on the job, and cultural coping factors.	1. Program coordinator completes assessment with assistance from company representatives giving general information about employees and specific training needs related to company policies and procedures, work-related language requirements, social language interactions on the job, and cultural copying factors.	1. No assessment is completed.
2. Program coordinator conducts on-site job shadowing to gather a) general information on the company setting and b) specific information on job processes, materials, and equipment; spoken and written language requirements, cross-cultural interferences, safety problems and work settings.	2. Curriculum writer conducts on-site job shadowing to gather a) general information on the company setting and b) specific information on job processes, materials and equipment; spoken and written language requirements, cross-cultural interferences, safety problems, and work settings.	2. No on-site job shadowing is conducted.

IDEAL	ACCEPTABLE	UNACCEPTABLE
Component 3: Curriculum Development		
1. Utilizing the information gathered during the needs assessment, the curriculum writer creates a job-specific curriculum appropriate for student learning needs.	1. The project coordinator or teacher creates a job-specific curriculum appropriate for student learning needs, utilizing the information gathered during needs assessment.	1. Job-specific curriculum is not developed. 2. Job-specific curriculum is not based on the needs assessment.
Component 4: Teacher Training		
1. The program coordinator trains the teacher(s) in the skills necessary for conducting the instruction using the curriculum developed for these students at the specific job-site.	1. The curriculum writer trains the teacher(s) in the skills necessary for conducting the instruction using the curriculum developed for those students at the specific job-site. 2. A consultant trains the teacher(s) in the skills necessary for conducting the instruction using the curriculum developed for those students at the specific job-site.	1. The teacher(s) receives no training.
Component 5: Instructional Activities		
1. The teacher, with input from the program coordinator and curriculum writer, conducts classes utilizing a variety of teaching techniques designed to address the learning styles and cultural backgrounds of the students.	1. The teacher, with input from the project coordinator, conducts classes utilizing a variety of teaching techniques designed to address the learning styles and cultural backgrounds of the students.	1. No input is provided by the project coordinator or curriculum writer. 2. A variety of teaching techniques is not utilized. 3. Teaching techniques are not designed to address the learning styles and preferences of students.

IDEAL	ACCEPTABLE	UNACCEPTABLE
Component 6: Evaluation		
1. At the end of each course, students complete an evaluation of the course materials, the course content, and the instructor's performance.	1. Students complete an oral evaluation of the course materials, the course content, and the instructor's performance.	1. Students do not complete a course evaluation.
2. Students are evaluated through standardized pre- and post tests.	2. Students are evaluated through standardized pre- and post tests.	2. No student evaluation is completed.
3. Students are evaluated through the program for competency achievement.	3. Students demonstrate achievement of competencies.	3. No program evaluation is conducted.
4. Programmatic evaluation is completed by company management.	4. Programmatic evaluation is completed periodically by selected company management.	
Component 7: Program Management		
1. The program coordinator develops and maintains rapport with company management, coordinates student selections with company representative schedules classes, and maintains all necessary job-site and program records. The teacher(s) maintains all student records.	1. The teacher coordinates student selections with company representative(s). The coordinator develops and maintains rapport with company management, schedules classes, and maintains all necessary job-site and program records. The teacher(s) maintains all student records.	1. There is poor or no coordination with the company representative(s). 2. Records are not maintained.

Interview Questions About Basic Skills

Please share the following perceptions about your employees and the kind of work they do so that I can determine what skills are expected of them at the time they start work.

1. How do you typically orient new workers to their jobs?

2. What problems do you most commonly face with new employees that you feel you might not face if they were better educated? (Please elaborate on your answer.)

3. What are the most common problems you notice with the abilities of employees to

   A. Read?

   B. Write?

   C. Compute arithmetic?

   D. Interact cooperatively with others?

   E. Conform to work rules?

   F. Perform in any other area of their work?

EXAMPLE

General Information

Gedal, S. "Between Paulo Freire and Tom Sticht: Adult Education and Job Training at Boston Technical Center." **Connections: A Journal of Adult Literacy 3** (Spring 1989): 54-62. (ED 310 289).

Research

Fields, E.; Hull, W.; and Sechler, J. **Adult Literacy: Industry-Based Training Programs**. Research and Development Series no. 265C. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1987. (ED 284 981).

Curriculum and Training Materials

Drew, R. A., and Mikulecky, L. **How to Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide.** Bloomington: School of Education, Indiana University, 1988. (ED 297 160).

Resource Organizations

The organizations listed below are sources of further information about workplace literacy.

Adult Literacy and Technology Project, 2682 Bishop Drive, Suite 107, San Ramon, CA 94583 (415/830-4200).

AFL-CIO, Education Department, 815 16th Street, NW, Washington, DC 20006 (202/637-5144).

American Council for Life Insurance, 1001 Pennsylvania Avenue, NW, Suite 500, Washington, DC 20004-2599 (202/524-2000).

American Society for Training and Development, 1630 Duke Street, Box 1443, Alexandria, VA 22313 (203/683-8100).

Association for Community Based Education, 1806 Vernon Street, NW, Washington, DC 20009 (202/462-6333).

Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, NY 10020 (212/512-2415, 2412).

Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (800/848-4815 or 614/292-4353).

Council of State Policy and Planning Agencies, 400 North Capitol Street, NW, Suite 291, Washington, DC 20001 (202/624-5386).

ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (800/848-4815 or 614/292-4353).

Resource Organizations

Institute for the Study of Adult Literacy, Pennsylvania State University, 248 Calder Way, Room 307, University Park, PA 16801 (814/863-3777).

National Alliance of Business, 1015 15th Street, NW, Suite 500, Washington, DC 20005 (202/457-0040).

U. S. Department of Education, Division of Adult Education and Literacy, 400 Maryland Avenue, SW, Washington, DC 20202-7240 (202/732-2396).

U. S. Department of Labor, Employment and Training Administration, 200 Constitution Avenue, NW, Washington, DC 20210 (202/523-6050).

Wider Opportunities for Women, Inc., 1325 G Street, NW, Lower Level, Washington, DC 20005 (202/638-3143).

ERIC Resources

Balmuth, Miriam. **Essential Characteristics of Effective Adult Literacy Programs: A Review and Analysis of the Research.** Brooklyn, NY: Kingsborough Community College, 1986 (ERIC Document Reproduction Service No. ED 273 823).

Cervero, Ronald M. "Is a Common Definition of Adult Literacy Possible?" **Adult Education Quarterly** 36, no. 1 (Fall 1985): 50-54. (ERIC No. EJ 321 874).

Fox, Michael. **A Look at Illiteracy in America Today-The Problem, the Solutions, the Alternatives.** Washington, DC: Push Literacy Action Now, Inc., 1986 (ED 279 792).

References

Business Council for Effective Literacy. **Job Related Skills A Guide for Planners of Employee Programs.** BCEL Bulletin issue no. 2, New York BCEL June 1987 (ERIC Document Reproduction Service No. ED 285 974).

Garner, L. ASTD **Update Basic Skills.** Alexandria, VA American Society for Training and Development, February 1988.

Sticht, T. and Mikulecky, L. **Job-Related Basic Skills Cases and Conclusions Information Series** n. 285, $4.75 Columbus ERIC Clearinghouse on Adult Career and Vocational Education The National Center for Research in Vocational Education. The Ohio State University 1984 (ERIC Document Reproduction Service No. ED 246 312).

References

Darling, S.; Puckett, D.; and Paul, S. **Organizing a Successful Adult Literacy Program**. Louisville, KY: Jefferson County Adult Reading Program, 1983 (ERIC Document Reproduction Service No. ED 235 320).

Kangisser, D. **Pioneers and New Frontiers: The Role of Volunteers in Combating Adult Literacy** New York Business Council for Effective Literacy, 1985.

Mayer, S. E. **Guidelines for Effective Adult Literacy Programs**. Minneapolis, MN: B. Dalton Booksellers, 1984.